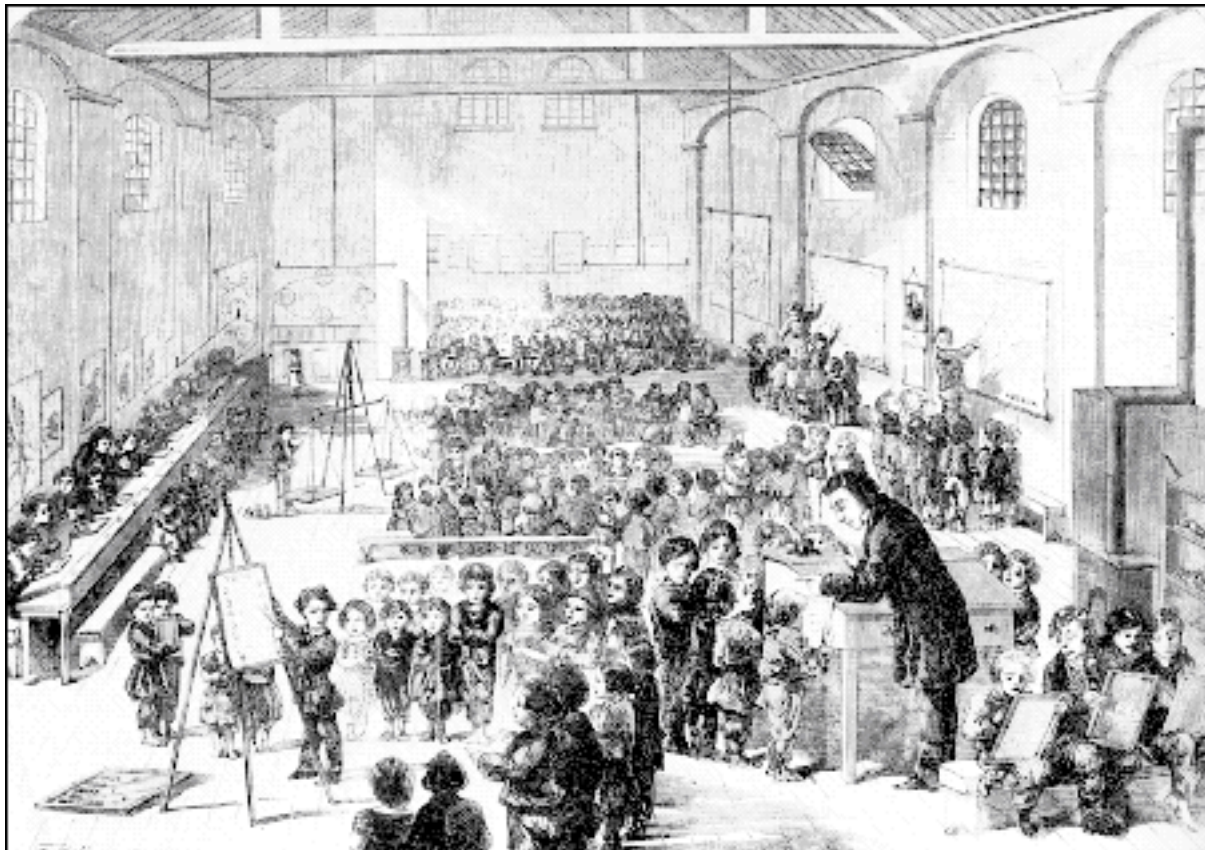


SECTION E: CHANGES IN EDUCATION

E1: Changes in education from the late eighteenth century to the late nineteenth century

8. Answer Part (a) and *either* Part (b) or Part (c).

- (a) This question is about the development of education for the poor. Look at the illustration below showing the monitorial system in the early nineteenth century, and then answer questions (i) to (iv) which follow.



- (i) What is meant by the term 'monitorial system'? (3)
- (ii) Describe the part played in the development of education for the poor by *either* Andrew Bell *or* Joseph Lancaster. (5)
- (iii) Explain why people had different views on the value of the monitorial system of education. (5)
- (iv) Explain the importance of charity schools and Sunday schools in the education of the poor in the period before 1850. (7)

(Total: 20 marks)

SECTION E: CHANGES IN EDUCATION

Answer either Part (b) or Part (c)

EITHER

- (b) Explain why state involvement in education increased in the period after 1833. (15)

You may use the following information to help you with your answer.

1833 Government grant to education
1839 Committee on Education established
The creation of HMI for schools
The revised Code of 1862
The Education Act of 1870

OR

- (c) In what ways did the education offered to the children of the rich change in the period 1750-1870? (15)

You may use the following information to help you with your answer.

The European Grand Tour
1818 Troops called in to Winchester School
Thomas Arnold Headmaster of Rugby 1828-1842
The work of Miss Buss and Miss Beale
The Clarendon Commission 1864

(Total: 15 marks)

SECTION E: CHANGES IN EDUCATION

E2: Changes in education from the late nineteenth to the late twentieth century

9. Answer Part (a) and *either* Part (b) or Part (c).

- (a) This question is about the 11-plus and the development of the comprehensive system. Study the extract below about comprehensive schools, and then answer questions (i) to (iv) which follow.

Those in favour of comprehensive schools saw them as a way of ending inequality and of giving all children the chance to experience “grammar school” standards.

- (i) Give ONE reason to explain why the 11-plus examination was introduced. (3)
- (ii) Describe the key features of the comprehensive schools set up in the 1950s and 1960s. (5)
- (iii) In what ways did governments in the 1960s and 1970s attempt to increase the provision of comprehensive education? (5)
- (iv) Why was there so much argument about comprehensive schools and grammar schools in the period after 1960? (7)

(Total: 20 marks)

SECTION E: CHANGES IN EDUCATION

Answer either Part (b) or Part (c)

EITHER

- (b) In what ways did the state's role in education change in the period 1870 to 1918? **(15)**

You may use the following information to help you with your answer.

Forster's Education Act 1870
Sandon's Education Act 1876
Mundella's Education Act 1880
Balfour's 1902 Education Act
Fisher's 1918 Education Act

OR

- (c) Explain the importance of the role of successive governments in changing education in the period since 1983. **(15)**

You may use the following information to help you with your answer.

The Education Act of 1988
The National Curriculum
The development of new examinations
The Local Management of schools
Government initiatives since 1997

(Total: 15 marks)